

BATOD and CRIDE

Members of the Consortium for Research in Deaf Education (CRIDE) reference group report on the surveys then and now

Since 2010 CRIDE has carried out an annual survey on educational staffing and service provision for deaf children and young people (CYP) aged up to 19. Reports are published for each nation in the United Kingdom (UK) each year, alongside a UK-wide summary. All reports can be downloaded from www.ndcs.org.uk/CRIDE or www.batod.org.uk/information/cride-reports/

The CRIDE survey is a successor to the previous BATOD survey on deaf education. In the 1990s BATOD alternated a survey across the four UK nations. Those surveys collected general information about the names and types of establishments; the number of Qualified Teachers of Deaf Children and Young People (QToDs) who were qualified and unqualified, and the number in training; support staff; and children and deafness: the educational setting, degree of deafness, and communication approaches.

Then and now

The tables provide detailed breakdowns of the number and types of establishments, qualified and unqualified staff, and support structures in each UK nation over time. This historical perspective highlights how educational support for deaf children has shifted. The BATOD survey reports snippets that highlight a decline in the number of specialist deaf provision over the decades, eg Wales no longer has a specialist deaf school and the further education (FE) provisions are no longer available for deaf young people. Deaf children in Northern Ireland tend to be educated locally.

In relation to deaf teachers, BATOD membership data indicates ~12% of QToDs are deaf where deaf denotes all levels of deafness.

BATOD survey 1992 Wales:

Types of establishments for deaf children and young people	
Schools for the deaf + unit	1
School + units + service	1
Services + units	5
Services	2
FE support service	1
Resourced FE College	1
Total	11

Two schools for deaf had residential accommodation	
Primary unit/resource bases	18
Secondary unit/resource bases	14
FE resourced bases	2

In the context of the specialist professional roles, such as Education Audiologists, CRIDE reports typically reflect lower numbers.

Whilst much of the current day CRIDE information is similar to that collected previously through the BATOD survey, a number of the questions were updated to reflect changes in education and to recognise the different arrangements in each country within the UK.

Qualification status of post holders in establishments identified as educating deaf children and young people		
	With qualification	Without qualification
Head of service	5	
Head of school	1	
Head of school and service combined	1	
In a school for the deaf	10.5	3.5
In unit/resource dept for hearing impaired	39.5	11.5
Peripatetic teacher of the deaf	35.5	
Educational audiologist		
FE tutor in a college for the deaf		
FE tutor in a post 16 service for the deaf		
FE tutor in a dept in a school		
FE tutor in dept in service for hearing impaired	1	
Mainstream FE college	2	
Educational audiologists (Ed Auds)	With qualification but not employed as Ed Auds: 3	
Dual qualification for teaching Deaf and Blind	0	

Number of Deaf/hearing impaired ToDs		
	Pre-ToD training	Post-ToD training
Deaf-post linguallly	0	0
Deaf-pre linguallly	0	0
Partially deaf	0	
Hard of hearing	1	

In the mid 2000s a working group formed to respond to the need for data collection in the area of deaf education. That working group of representatives of heads of services, schools for deaf CYP, voluntary bodies including the National Deaf Children's Society (NDCS), and universities involved in the education of deaf children took the 'provision' section of the former BATOD survey and converted this into an online questionnaire.

In 2010 the working group formed as CRIDE. Since the formation of CRIDE, the data from the reports have influenced and supported the work of deaf education services in developing and/or sustaining the local authority provision, local and central government policy makers, academics at all levels including those on the mandatory qualification training to be QToDs, and other individuals and groups with an interest in deaf education.

The CRIDE report focus

CRIDE alternates yearly between a standard survey and a survey with a mix of core and thematic questions. The thematic questions have included:

- support to families to learn sign language
- availability of radio aids for families to use in the home
- early identification and intervention pathways.

This year, services will be asked to respond to thematic questions on deaf children with additional needs, causes of deafness, and auditory processing disorder (APD).

CRIDE has also refined the survey over time, with questions removed and added. To support those with an interest in finding the most recent figures on a particular aspect of childhood deafness, a **reference document** has been created. It summarises the most recent figures held for a particular question across reports from different

BATOD survey 1994 England (86.7% return):

Types of establishments for deaf children and young people	
Centre for the deaf	1
Discrete FE services	2
Resourced FE colleges	17
Schools for the deaf	22
School with a college	2
Schools with services	1
Schools with services and units	4
Schools with school departments and services	1
Services	50
Services with units	59
Units	108
Unit for deafblind	2
Unit for special school	2
Total	271

Qualification status of post holders in establishments identified as educating deaf children and young people

	With qualification	Without qualification
Head of service	68	
Head of school	23	
Head of school and service combined	5	
Head of a unit with an outreach service		
Head of a school for Deaf/Blind		
Teacher in a school for the deaf	390.6	101
Teachers in a school for the deaf/blind		
Teachers in unit/resource dept for hearing impaired	653.2	87.05
Peripatetic teacher of the deaf	506.9	16.8
FE tutor in a college for the deaf	11	35
FE tutor in a separate post 16 service for the deaf	7.2	1
FE tutor in a FE department in a school for the deaf	15.8	1.2
FE tutor in a FE department in a service for the hearing impaired	17	
FE tutor in a resourced mainstream college		
Educational audiologists (Ed Aud)	97 qualification in audiology of which 62 employed in role	
Dual qualification for teaching Deaf and Blind	14	

Number of deaf ToDs

	Pre ToD training	Post ToD training
Deaf/hearing impaired ToDs - Deaf-pre linguallly	8	0
Deaf/hearing impaired ToDs - Deaf-post linguallly	8	3
Deaf/hearing impaired ToDs - Partially deaf	22	3
Deaf/hearing impaired ToDs - Hard of hearing	9	

BATOD survey 1994 Scotland (100% return):

BATOD survey 1994 Scotland (100% return)	
FE services	1
Resourced FE colleges	2
Schools for the deaf	5
School for deafblind	1
Schools with Services	3
Schools with a unit	1
Services	14
Services with a unit	3
Unit within a service	1
Units	11
Total	42

years. It also includes one-off questions from thematic surveys. Each year, reports are made available on both the NDCS and the BATOD websites.

CRIDE also collects data from specialist schools for deaf CYP and from auditory implant centres.

In 2018 CRIDE published an in-depth report on specialist schools for deaf CYP. A project to update the report on specialist schools for deaf CYP, influenced by the CRIDE report, may be available in 2026.

Impact of the CRIDE reports

"Gathering data for CRIDE has helped me to refine our recording systems over the years." Sibel Djemal

In 2023, inspired by the work of CRIDE, the Consortium for Outcomes in Deaf Education (CODE) in Australia was established by special interest groups from the field of deaf education.

A working group for tracking the support of multi-sensory impairment (MSI) CYP, inspired by CRIDE, is also in development.

Data from CRIDE is regularly cited in research and parliamentary reports – for example, in the independent report 'Locked out: Exclusion of deaf and deafblind BSL users from health and social care in the UK' by the British Sign Language (BSL) Advisory Board (November, 2025).

The CRIDE working group membership

In 2026 the representatives include BATOD, BATOD Cymru, NDCS, Royal School for the Deaf Derby, Sign Bilingual Consortium, South Wales Auditory Implant Service, University College London (UCL), University of Edinburgh, former heads of services, consultants with expertise in deafness, and specialist education services for deaf children in Cambridgeshire, Camden, Kent, the Isle of Wight, Leeds and the Sensory Teaching Advisory and Resources Service (STARS) for Middlesbrough, Stockton, Hartlepool, Redcar, and Cleveland. In Scotland, a separate

Qualification status of post holders in establishments identified as educating deaf children and young people

	With qualification	Without qualification
Head of service	11	
Head of a school	6	
Head of school and service combined	3	
Head of a unit with an outreach service	1	
Head of a school for Deaf/Blind		1
Teachers in a school for the deaf	36	23.4
Teachers in a school for the Deaf/Blind	0.3	5.7
Teachers in unit/resource dept for hearing impaired	48.5	17.2
Peripatetic teacher of the deaf	96.7	19.3
FE tutor in college for the deaf		
FE tutor in a separate post 16 service for the deaf	3	
FE tutor in a FE department in a school for the deaf		
FE tutor in a FE department in a service for the hearing impaired		
FE tutor in a resourced mainstream college	4.6	
Sign language tutors (paid as unqualified teachers)		
Educational audiologists	9	
Dual qualification for teaching Deaf and Blind	3	

Number of deaf ToDs

	Pre ToD training	Post ToD training
Deaf/hearing impaired ToDs - Deaf-pre lingually	0	0
Deaf/hearing impaired ToDs - Deaf-post lingually	0	0
Deaf/hearing impaired ToDs – Partially deaf	1	
Deaf/hearing impaired ToDs – Hard of hearing	1	2

Types of wider deaf education roles linked to specialist provision

	Schools for the Deaf	Units	Services	FE
Qualified special support assistants/classroom assistants	14	5	4.3	0.8
Unqualified special support assistants/classroom assistants	17.5	14	14.7	
Additional support teachers		0.5	3.9	2.1
Clerical assistants	7.7		6.9	0.5
Technicians	0.3		2.3	
Audiologists (not educational audiologists)	2		1	
Board of Governors or Management committees	5		0	
Number of parents on Board of Governors or committee	15			
Number of deaf people on the Board of Governors or committee	7			

BATOD survey 1998 Northern Ireland (100% return)

Types of establishments for deaf children and young people

	1996	1998
Schools for the deaf	1	1
Schools for the deaf	22	21
Services for HI	5	5
Total	28	27

Number of children from Northern Ireland attending deaf schools in England – 27

	QToD	Total number of teachers in post	FTE
Head of HI service	yes	2	2
Head of a school for Deaf/Blind	yes	1	1
Deputy Head of a school for Deaf/Blind	yes	1	1
Head of sensory impaired service	yes	3	3
Teacher of the deaf	yes	51	49.3
Teacher of the deaf	no	4	3.75
Vacant post		1	1
Total		63	61.05

CRIDE reference group is in place. Members include Ayrshire Hearing Impairment Service, the Highland Deaf Education Service, West Lothian service, BATOD, NDCS, Scottish Sensory Centre, University of Edinburgh, and the Scottish deaf teachers' group.

If you have any questions about the CRIDE surveys or reports, please contact cride@ndcs.org.uk

The CRIDE Reference group includes other members not listed among the article authors. CRIDE is seeking a Deaf Head of Service or Deaf Head of a Deaf Resource Provision to join the Reference group.

Teresa Quail, a QToD, Educational Audiologist, and past Head of Sensory Support/Specialist Teaching Services, is the BATOD National Executive Officer. BATOD has valued their role in CRIDE and continuation of the BATOD survey data collection.



Sibel Djemal is proud to be part of the CRIDE consortium as she believes that the work they do helps to safeguard services for deaf CYP by providing statistical evidence for professionals to use and by tracking trends.

She currently manages the Sensory Support Team 0–25yrs for Cambridgeshire and has previously led deaf support centres within mainstream schools and was head of science for a signing school for the deaf. Sibel has also been a mentor to other QToDs and heads of service, and established a cross-border working group for heads of service in nearby local authorities, and is one of BATOD's consultants. She is currently in the process of establishing a working group for tracking the support of CYP with MSI which has definitely been inspired by CRIDE. Sibel can be contacted on sibel.djemal@cambridgeshire.gov.uk

Merle Mahon was one of the founding members of CRIDE in 2010 and is proud of the way CRIDE has grown and developed since then. The service they provide with the unstinting and irreplaceable collaboration of the NDCS has become one of the most



dependable sources of information about UK deaf children and their education. Merle is an associate professor in the Language and Cognition department in the Faculty of Brain Sciences at UCL. She taught audiology at UCL for many years but now focuses only on research. Currently, Merle is the UCL lead for the qualitative work-packages in the Both Ears (BEARS) study www.bears-ci.com/ – a UK-wide randomised control trial for a virtual reality (VR) games-based intervention for bilaterally implanted CYP. Merle can be contacted on merle.mahon@ucl.ac.uk



Ian Noon works on projects around early intervention at the NDCS. He also has a background in policy and research and has been involved with the CRIDE survey since the early days, helping to make sure that the survey continues to deliver value to all users. Ian is proud that CRIDE has become the leading source of data on childhood deafness in the UK, something that wouldn't be possible without the support and co-operation of all those involved and especially those who complete the survey each year.

Angela Deckett is an Insight Analyst at the NDCS where she works on a variety of projects, conducting qualitative and quantitative data analysis, and evidence and insight generation. She has been involved with the CRIDE Steering Group since the early days and is now also involved with the CRIDE Scotland Reference Group. Angela greatly values the time and work that services across the UK put into their survey returns each year as it enables them to report on this important information.



Jo Clarke has been a CRIDE committee member for five years and is currently co-chair of the CRIDE group. She chose to be involved with the group as she felt it was important for professionals involved in education to work together to ensure that deaf learners receive the support they need to fulfil their potential. Jo feels that this needs to be rooted in evidence-based planning across the UK. She has a lot of experience to bring to the CRIDE group: she has been a QToD for 28 years, and she has worked in a specialist resource provision for hearing impairment and as a peripatetic specialist teacher for hearing impairment. Jo enjoys working with learners and supporting her fellow QToDs the most.

Rachel O'Neill has been a CRIDE committee member since 2014. She attends the Scottish CRIDE meetings as well as the UK ones so she can feed back changes that the Scottish group recommends. Rachel works at the University of Edinburgh where she teaches on the ToD postgraduate diploma. Previously, Rachel was a QToD in Greater Manchester where she did peripatetic work and was based in resource bases and in an FE college with deaf students. She has always found the CRIDE data useful for research and helpful for ToDs on the course. Rachel encourages ToD students to use CRIDE data carefully and critically to support their assignments,



particularly with placement tasks. Rachel can be contacted on rachel.oneill@ed.ac.uk



Tina Wakefield is a consultant QToD. Retiring from CRIDE in June 2026, Tina had been a member of CRIDE since 2013 and has always enjoyed and valued the CRIDE meetings and the chance to help gather the vital statistical information it produces. Before becoming a consultant, Tina was head of a service for deaf children and their families and had experience of both filling in the survey and using the up-to-date information it produces. She has been a member of the BATOD NEC for six years and has been involved with work for NDCS, NatSIP, and the Department for Education including work on the Deaf Curriculum, Success from the Start, and the apprenticeship bid.

Doreen Barcy has been a CRIDE committee member for six years and is currently co-chair of the CRIDE group. She has been a QToD for 28 years and has worked in a variety of educational settings in the United States (US) and UK including a school for deaf CYP, a specialist resource provision for deaf CYP, and as a peripatetic QToD. Currently, Doreen is the Lead Specialist Teacher for the Camden Sensory Service for Children and Young People. Doreen thinks that CRIDE is essential because it provides the only consistent, UK wide data on deaf education, which has had a real impact in supporting services, provisions, and schools for deaf CYP. Without CRIDE, the sector would lack the reliable data required to protect and improve provision for deaf CYP. Doreen can be contacted on doreen.barcy@camden.gov.uk



Fiona Kyle is one of the founding members of CRIDE back in 2010. She has been part of the CRIDE committee ever since in a range of capacities, including chair and vice chair. She has always valued the collaborative nature of CRIDE and working with a range of professionals dedicated to improving deaf CYP's opportunities and outcomes. Fiona is an associate professor at UCL and works within the Deafness Cognition and Language Research Centre (DCAL). Her research focuses on understanding how literacy and language skills are acquired, and investigating the underlying cognitive processes involved in literacy development for both deaf and hearing children. Fiona is director of the Literacy and Deafness Development Research Lab at UCL (LADDER LAB) www.ladder-lab.com Fiona can be contacted at f.kyle@ucl.ac.uk



Sarah Angove is a QToD and paediatric coordinator at the South Wales Auditory Implant Service. She sits on the CRIDE group as a Welsh representative as part of the BATOD Cymru committee. Sarah's day-to-day work brings her into contact with services throughout Mid and South Wales, so she is in a good position to provide feedback. She has taught deaf children in schools, resource bases, and in a peripatetic capacity across England and Wales for over 35 years, witnessing the changes to the survey records.



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